**Responses to Mind, Brain and Education Science**

**Presenter:** Connie White, Director of Technology & Learning, Lakeview Academy, Gainesville, GA USA **Description**: Every learner has a brain and each brain is unique. Research is revealing much about learning and the brain that has implications for the classroom. We must ask ourselves what parts of the brain are we building and how do we motivate our students to want to learn? This session will address task switching, engagement strategies, reflective practice, new learning environments, instructional spacing, and those instructional elements that are proven to enhance long-term retention.

Notes:

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Brain: <http://goo.gl/SlIsI>

Book: <http://goo.gl/SYTgZ>

Good book: the new science of teaching and learning by tokuhama-espinosa, tracey

\*important for student to feel that we like them and believe they can do it

\*multi-tasking is actually task switching, and is not effective

Listening to music while working: if it has lyrics it is not good, nor is it good if it has a fast tempo, should be baroque, (same tempo as heart rate),

\*\*\*mind-body connection\*\*\* teach subbies about the connection? Important?

She did a series of assemblies on importance of mind body then had reminders before finals week for all the students

We could look at our server data and see when students are accessing our information, could address it with them if it’s a problem

One teacher suggests OneNote as a good organizer for students

\*\* want to make a difference and do worthwhile work \*\*